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ABSTRACT

These guidelines and sample forms for record keeping are intended to serve as a supplement to Oregon Graduation Requirements, Administrative Guidelines (Section 1), which was published in September 1973. The purposes of the guidelines and sample forms are to outline various record-keeping procedures and to provide sample forms that districts may adopt or adapt when implementing the new graduation requirements. The options presented in the guide give districts the flexibility to develop record-keeping procedures consistent with district needs, preferences, and resources. The district's record-keeping plan should assure that the necessary information regarding credits earned, competencies completed, and attendance requirements met by each student is readily available when needed. The district may continue its existing procedures for recording credits earned and attendance requirements met by students. The task remaining is to supplement those procedures with a means to record the third component of the minimum graduation requirements: minimum survival level competencies. (Author)

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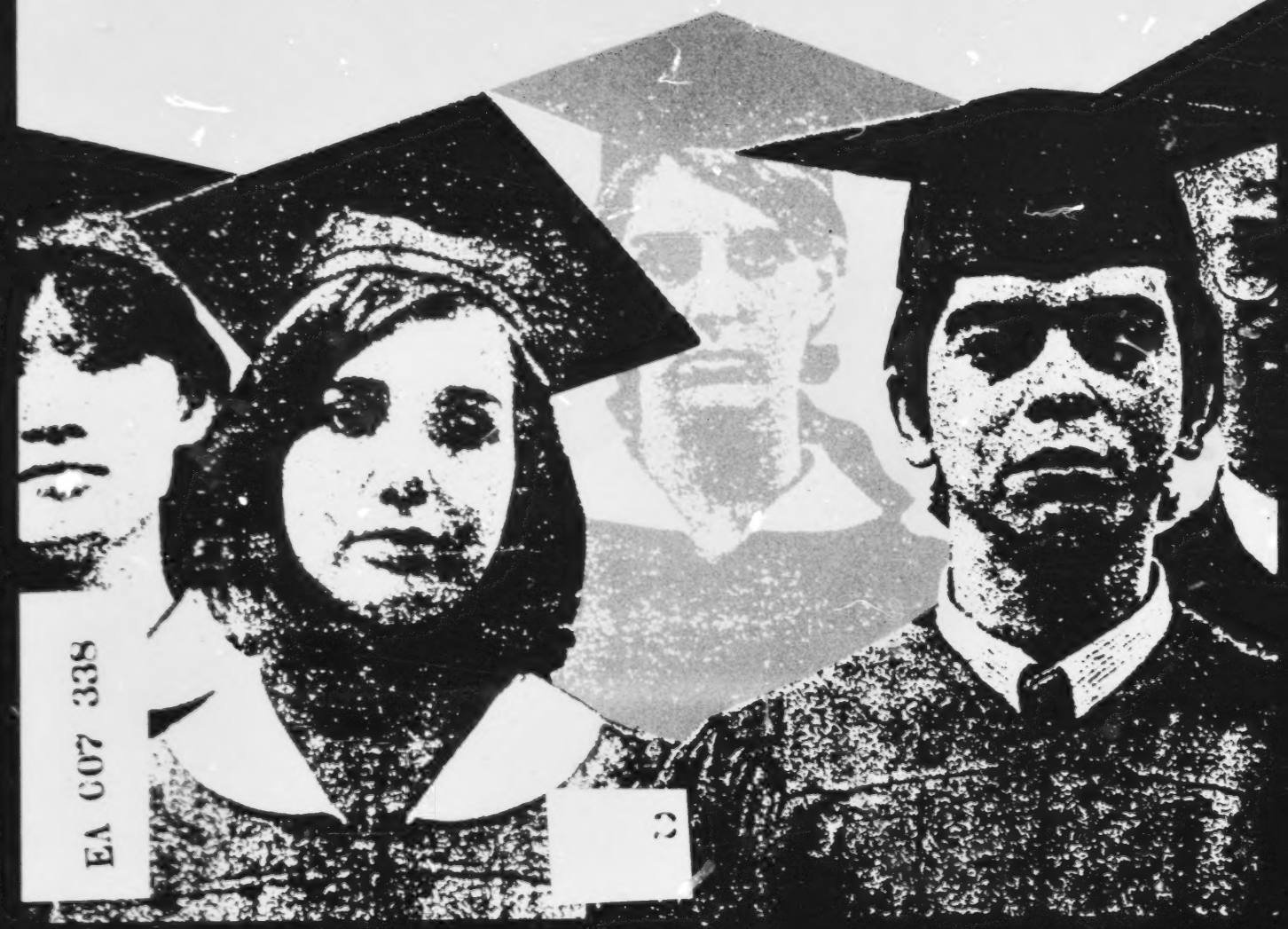
oregon graduation requirements

GUIDELINES FOR RECORD KEEPING PROCEDURES AND SAMPLE FORMS



EA 007 338

FOREWORD

Dear Colleague:

The statewide effort to implement the new Minimum School Graduation Requirements has been very encouraging. Districts have made considerable progress in developing their plans for meeting the new requirements. My visits with citizens around the state have shown that they are excited, enthusiastic, and looking forward to these new programs for students in Oregon.

Administrators, project managers, curriculum specialists, and teachers have requested additional information regarding guidelines for the development of district record keeping procedures and planned course statements. The enclosed materials on record keeping procedures are designed to serve as supplements to the guidelines published in September 1973.

Many people have devoted their talents and efforts toward the development of these guidelines. Hopefully, the outcome of all our efforts will be to better prepare students to function effectively with the demands and challenges that will confront them in their adult lives.

Cordially,

Jesse Fasold
Superintendent
Public Instruction

$1.50

1974

ACKNOWLEDGMENTS

A number of Oregon educators cooperated to develop the guidelines for planned courses and record keeping: personnel from school districts in Clackamas, Jackson, Lane, Linn-Benton, Marion, Morrow, Multnomah, Washington, Union, and Yamhill counties; from Clackamas, Multnomah, and Washington County Intermediate Education Districts and from the State Department of Education.

The guides were produced, in part, with ESEA, Title III funds.

From March 1974 to May 1974, the groundwork for the guidelines was developed by the Tri-County Graduation Requirements Project. This project was directed by Earl Anderson, Executive Director, Metropolitan Administrative Service Center. Coordination with the State Department of Education was provided by Robert G. Green, Director of the Graduation Requirements Task Force. The steering committee for the project was composed of the following members:

Jack Allen, Director of Curriculum, M.C.I.E.D.
Ray Haag, Acting Asst. Superintendent, Instruction and Curriculum Development, W.C.I.E.D.
Dick Harris, Assistant Superintendent, Instruction, C.C.I.E.D.
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John Stuckey, Principal, West Linn School District
Robert Taylor, Principal, Gresham Union High School District

Thor Sabo, Science Department Chairman, Hillsboro Union High District, led the Planned Courses Task Force and Jack Knapp, New Graduation Requirements Coordinator, Albany Union High School District, served as leader of the Task Force on Record Keeping.

The two task force project reports were synthesized late in May by a team of tri-county project participants with other school district personnel and State Department of Education staff. Team leaders for this phase included:

Planned Courses Team, Jack Allen, Multnomah County I.E.D.
Record Keeping Team, Dick Harris, Clackamas County I.E.D.
Work Session Writer, Sharon Case, Coordinator of Publications, S.D.E.
Work Session Coordinator, Earl Anderson, M.A.S.C.

Two weeks of revision and rewriting were accomplished by a team of writers including: Jack Allen, Sharon Case, and Earl Anderson; as well as W. R. Nance and Dave Curry, members of the Graduation Requirements Task Force, S.D.E.

Earl Anderson, M.A.S.C., had general responsibility for overall coordination of the activities and the publication of the finished guidelines and models.

Sincere thanks are extended to Ruth Richardson, Multnomah County I.E.D., for coordinating the secretarial assistance throughout the development of these guidelines.

This was both an exciting and difficult effort. We gratefully acknowledge the cooperation, creativity, and commitment of all those who contributed to this guide.

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The project extends appreciation to the High School College Relations Committee, Dr. Howard Aschwald Chairman, for their significant contribution of the recommended secondary transcript.

Bob Parnell, Gresham Union High
Larry Ayers, Portland
Douglas Clark, Salem
Howard Aschwald, Corvallis
Dick Johnson, Hillsboro Union High
Ralph Aldrich, Cascade Union High

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OVERVIEW

RECORD KEEPING GUIDELINES

The following guidelines and sample forms for record keeping are intended to serve as a supplement to *Oregon Graduation Requirements, Administrative Guidelines* (Section I), which was published in September 1973. This supplement was developed in response to a number of requests from teachers, curriculum planners, and administrators throughout the state for clarification and modification of the original guidelines. Its purposes are to outline various record keeping procedures and to provide sample forms which districts may adopt or adapt when implementing the new graduation requirements. The options presented in the guide give districts the flexibility to develop record keeping procedures consistent with district needs, preferences and resources.

As each Oregon school district develops its own plan to meet the new minimum requirements for school graduation, it will also need to develop appropriate record keeping procedures. The district's record keeping plan should assure that the necessary information regarding credits earned, competencies completed and attendance requirements met by each student is readily available when needed. The district may continue its existing procedures for recording credits earned and attendance requirements met by students. The task remaining is to supplement those procedures with a means to record the third component of minimum graduation requirements: minimum survival level competencies.

The project team attempted to design record keeping procedures and related forms in a manner which would help to minimize the time required of instructional personnel to fulfill the record keeping aspects of the new graduation requirements. It was their belief that the teacher's and counselor's time should not be committed any more than is necessary to record keeping duties. However, they felt that it should be the teacher's role to record and report certain information regarding a student's meeting of course requirements, attendance requirements and minimum survival graduation competencies as approved by the local district board. They felt further that counselors should be available to advise students regarding forecasting and other student concerns. Consequently, most record keeping duties should be performed by others, using either a manual or data processing approach, even if additional clerical personnel is required.

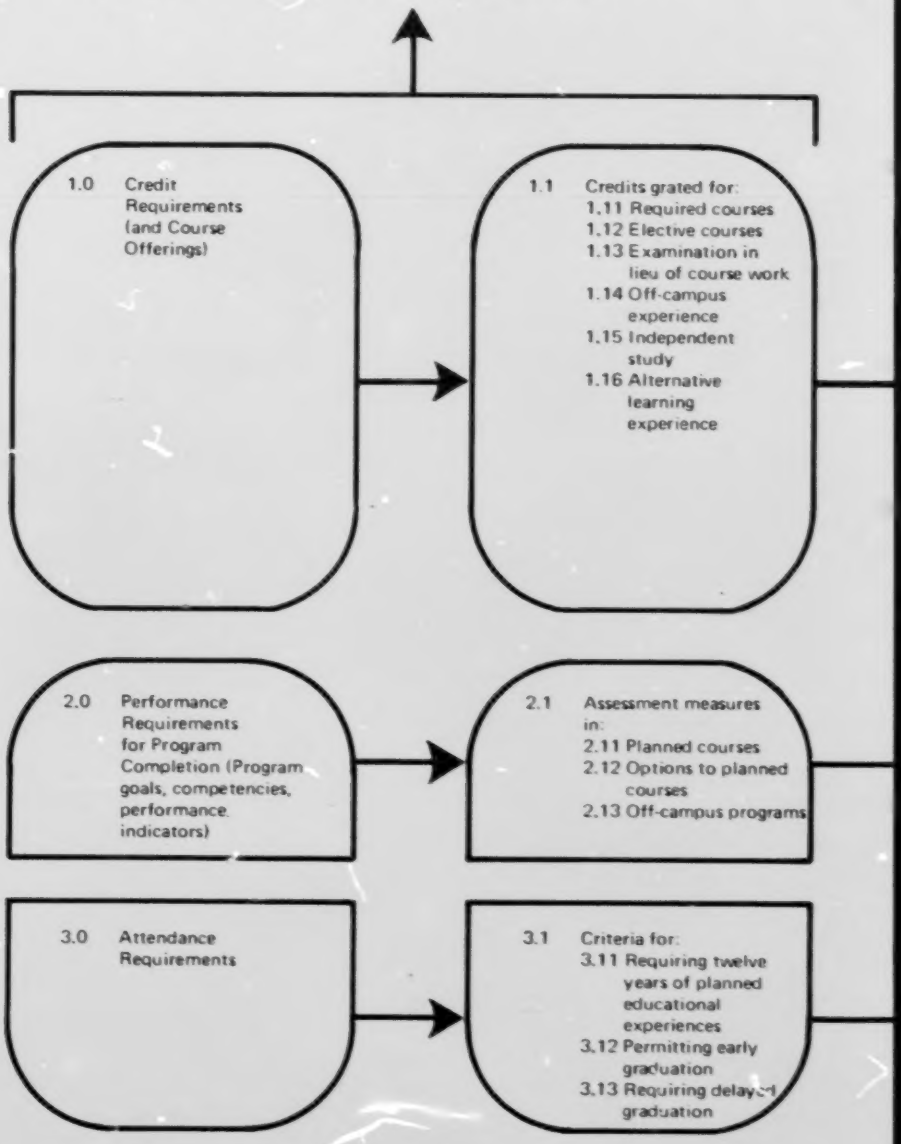
This book takes the record keeping system team leader through the following steps:

1. Obtaining a general overview regarding the development of a record keeping system.
2. A review of key decisions that a district must make, revise or reaffirm.
3. A summary of the procedures and documents that must be developed.
4. Samples of documents that may be used.
5. A statement on the implications of record keeping.

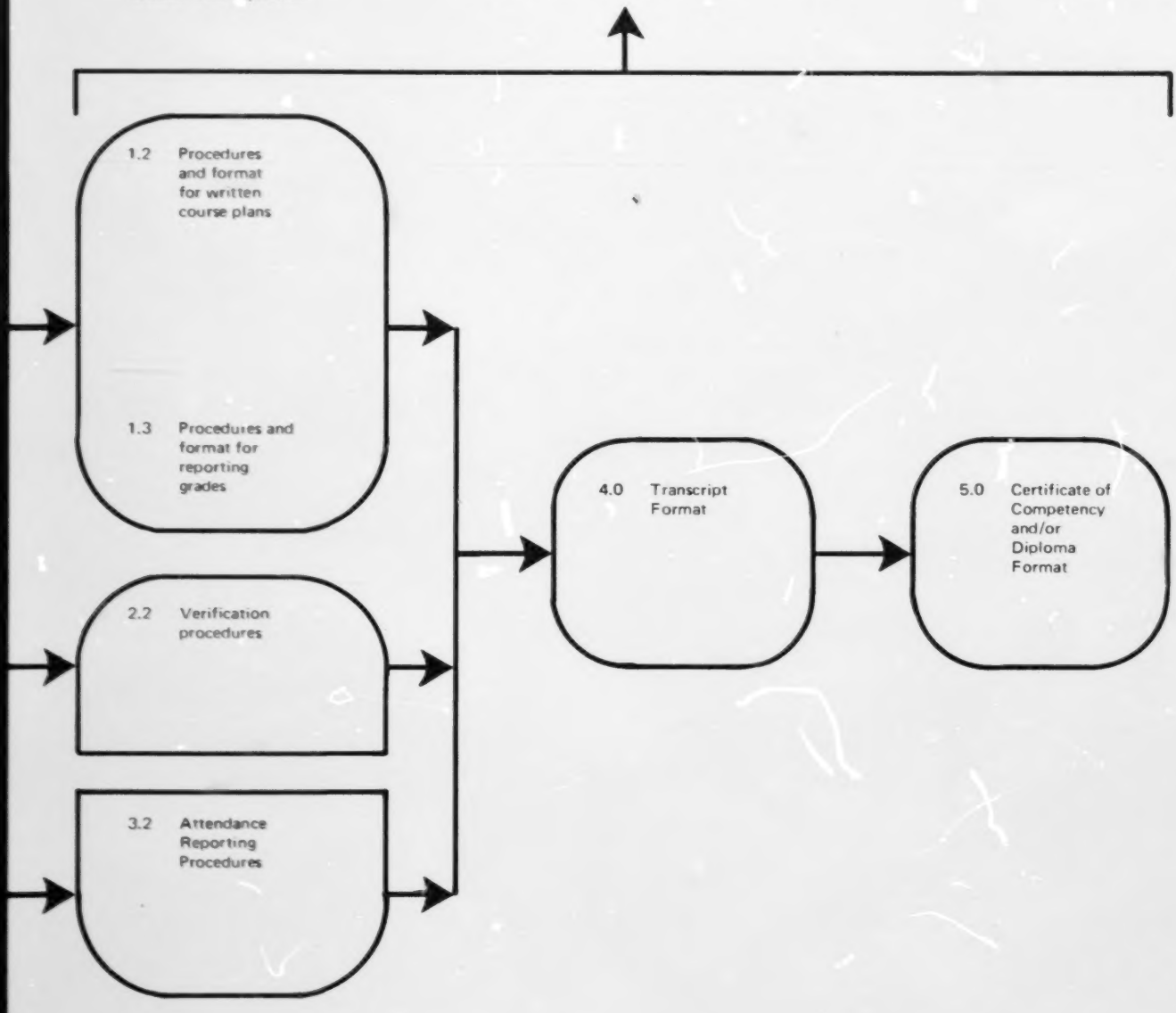
RELATIONSHIP BETWEEN RECORD KEEPING SYSTEMS AND GRADUATION REQUIREMENTS

The following guidelines have been developed to suggest practical, economical, and flexible approaches which should be of assistance to districts as they develop their system of record keeping consistent with their total approach to implementing the new graduation requirements. The major purpose of this guide is to provide information on record keeping beyond what was briefly presented in earlier guidelines. The chart below displays graphically the major elements of the new graduation requirements.

These elements relate to the district implementation plan toward which major efforts have been directed up to this time.


1.0 Credit Requirements (and Course Offerings)
1.1 Credits grated for:
1.11 Required courses
1.12 Elective courses
1.13 Examination in lieu of course work
1.14 Off-campus experience
1.15 Independent study
1.16 Alternative learning experience
2.0 Performance Requirements for Program Completion (Program goals, competencies, performance indicators)
2.1 Assessment measures in:
2.11 Planned courses
2.12 Options to planned courses
2.13 Off-campus programs
3.0 Attendance Requirements
3.1 Criteria for:
3.11 Requiring twelve years of planned educational experiences
3.12 Permitting early graduation
3.13 Requiring delayed graduation

These elements relate to the record keeping system which districts need to develop to insure that students have progressed through the instruction program and are eligible for either the certificate of competency and/or the diploma.


1.2 Procedures and format for written course plans
1.3 Procedures and format for reporting grades
2.2 Verification procedures
3.2 Attendance Reporting Procedures
4.0 Transcript Format
5.0 Certificate of Competency and/or Diploma Format

THE RECORD KEEPING SYSTEM TEAM

LEADING THE RECORD KEEPING SYSTEM TEAM

The record keeping system team leader should be aware of the critical importance of the job ahead. As soon as a team leader is assigned the task of designing and implementing a record keeping system for the district, a number of issues will become apparent, all stemming from the fact that "one person's needs become another person's paper work." The dislike most people feel toward paper work becomes even worse if they don't understand it or see how they directly gain by it. Some members of the team may embrace aporoaches which place institutional needs and convenience ahead of student benefits. There will be others on the team who see this as an opportunity to gather additional valuable data beyond that which is actually needed at this time by the district. Caution should be exercised in determining how much additional information will be "piggybacked" onto the system, as well as *how soon* it will be attempted. Data overload at the beginning may cause the new system to collapse of its own weight. However, the basic design of the system could allow for incorporating additional data in the future.

The record keeping team should consult with those people who will use the system and those who will receive information from it. The team will find itself facing two tasks:

1. To make decisions based upon a number of vital planning considerations.

2. To develop record keeping procedures and appropriate forms for carrying out those decisions.

Data processors and others experienced in record keeping are quick to point out the necessity for educators to make specific major decisions relating to the district record keeping plan before they work on implementation procedures and forms. Educators, on the other hand, are aware that they could make decisions which may ultimately become too costly or unworkable for their district record keeping facilities. Clearly, both groups should be represented during the two phases of decision making and implementation.

RECORD KEEPING SYSTEM TEAM:

- The team leader – who will coordinate the group's efforts
- Administrators – who will be responsible for managing the overall system
- Department chairmen – who will be working with teachers in terms of developing the materials and procedures
- Appropriate school and central office record keeping personnel – who will be involved in keeping school and district-wide records based on the system
- Outside representatives
  a. I.E.D. personnel – if they assist your school district in record keeping functions
  b. Data processing specialists – who will assist in designing the district plan, if the district is considering an automated approach
- Counselors – who will be guiding students in terms of the records available
- School publics – students, parents, and staff, who ought to be consulted regarding decisions that affect them.

PLANNING CONSIDERATIONS

As the team begins the process of developing its record keeping plan, there are a number of vital considerations which must be discussed. These matters are important because the decisions reached will influence the finalized record keeping plan for the district. Several of these key considerations are listed below. They are described briefly on the following pages.

- Required courses and electives
- Minimum survival graduation competencies
- Location of competencies within school program
- Method of recording competency demonstration
- Initial student competency status
- Level of detail to be recorded
- Resources for record keeping
- Numbering system and format
- Procedures for updating competency requirements
- Special record keeping problems
- Data processing and/or manual system

Depending on the structure of the graduation requirements task force in the district the following considerations and related decisions need to be made by the team or secured from others within the task force. The material below contains some important considerations facing districts as they proceed in decision making.

- **Required Courses and Electives**

  The planned courses in the areas of study required of all students for graduation, as well as a wide range of elective courses, must be identified by the district. The relationship between required courses and electives is important. The district may decide to add more credits in required areas of study than is called for in the state minimum graduation requirements, and electives may be adjusted accordingly.

- **Minimum Survival Graduation Competencies**

  The district must identify the minimum survival level competencies that will be required of all students for graduation. In addition, a decision will need to be made regarding the total number of minimum survival graduation competencies required of each student in the district. In general, it is assumed that to increase the number of competencies will increase the complexity of the district record keeping system.

- **Location of Competencies within School Program**

  The teaching of a required minimum survival competency may be assigned to one course, to several courses, to a competency center, or to a combination of these or other alternatives.

  A number of important aspects regarding the appropriate placement of competencies within the system need to be considered.

  –Will any given competency be located in only one required course in the program, in more than one, or could it also be acquired in a competency center?

  –If the given competency were only in one location, would the students have enough flexibility in course selection to meet district requirements?

  –If the student could complete a given competency in a number of locations within the curriculum, would he have a better chance of completing competencies in a setting that is appropriate to him?

  –Could a competency center serve as a setting within the school program for competency completion? Might it serve as a backup center, in the event that a student missed demonstration of a competency within a class but would not profit from repeating the entire course simply for the purpose of completing one or more minimum survival graduation competencies?

  –Could the competency center serve as a major learning area within the school program, in which all minimum survival graduation competencies could be completed?

- **Method of Recording Competency Demonstration**

  If the teaching of minimum survival graduation competencies is assigned to planned courses, the district has at least two options: (A) a mark on a district checklist form could indicate the student's demonstration of competencies, while his passing grade would indicate the successful completion of overall course requirements; (B) the student's passing grade could indicate successful completion of the overall course requirements and the demonstration of specific competencies.

  If a student fails to demonstrate competencies assigned to a course in which he is enrolled, alternative opportunities may be provided to help him learn and demonstrate that competency; e.g., special tutoring, a competency center, etc. Appropriate forms would be used in these alternative settings for reporting competencies achieved.

  Care should be taken to assess the relative merits of the two options noted above.

Option A:

Recording and Reporting Competency Completion, using a Performance Indicator and Minimum Survival Graduation Competency Check List.

If this option is used, the district must make a decision that a grade in a course will not indicate the completion or lack of completion of minimum survival graduation competencies. Each teacher of a planned course containing minimum competencies must check off each performance indicator and related competency for each student as he or she completes it. At the end of the course, this information is reported to the office for recording on a transcript and reporting to the student or parent.

Classroom

Following the decision that all competency completion must be recorded and reported separately from planned course grades, it will be the teacher's responsibility to teach the competencies, assess student completion of the competencies through performance indicators, and record the completion of each performance indicator and competency. At the end of the course, the teacher will transmit this information to the school office on the appropriate reporting form. A grade for the course also will be transmitted; however, the grade will *not* relate to the completion of minimum survival graduation competencies.

School Office

When classroom reports are received in the school office, the grades will be recorded on appropriate recording and reporting forms. The data concerning completion of performance indicators and competencies also will be recorded on appropriate forms. The recording form will be the permanent record or transcript. The reporting form will be the student report (report card). The transcript will be filed in the school office and the report form will be forwarded to the student or the student's parent.

Option B:

Recording and Reporting Competency Completion by Grade and Exception Report.

If this option is used, the district must make a *basic decision that if a student earns a passing grade for a planned course which contains one or more minimum survival graduation competencies, then all of those competencies have been completed,* and, conversely, that any student who has not met all minimum survival level competencies cannot be awarded a passing grade. The student who receives a failing grade in a planned course which contains one or more minimum competencies, may have completed some or all of the assigned competencies and this fact needs to be recorded as an exception report.

Classroom

Following the decision that a passing grade in a planned course containing minimum survival graduation competencies indicates that those competencies included have been completed, it will be the teacher's responsibility to teach the competencies, assess student completion of the competencies through performance indicators and note their completion. It will also be the teacher's responsibility to record each student's grade for the course and to transmit the grades to the school office on the appropriate reporting form.

The teacher is responsible to report exceptions (i.e., competencies completed), for students who receive a failing grade in the planned course. These exceptions will be recorded and transmitted to the school office on the appropriate forms.

School Office

When classroom reports are received in the school office, the grades will be recorded on appropriate recording and reporting forms. These forms will be a permanent record form (transcript) and a student report form (report card). The transcript will be filed in the school office and the report card will be transmitted to the student or the student's parents.

- **Initial Student Competency Status**

The district must determine the starting point for keeping records on each student's demonstration of minimum survival competencies. If the student's demonstration of a competency is assigned to a particular grade level, it may be recorded at that time. The district may prefer to record the student's competency at the time it is demonstrated, even if it is at an earlier grade level.

Each district faces a number of key issues which require specific decisions:

–Should student progress toward demonstration of graduation competencies be monitored prior to grade nine? If so, beginning at what grade(s)?

–If competency completion is recorded prior to the ninth grade, should it be reexamined at a later grade level?

–Should record keeping of the student's initial competency status begin when he or she enters the ninth grade?

- **Level of Detail Recorded**

Regarding the amount of detail that will be recorded for each student, a comprehensive district form could list all required goals, minimum graduation survival competencies, and performance indicators which will track the student's progress and will be maintained in the student's file. On the other hand, the issuance of a diploma and/or checkmark on the student's transcript may automatically indicate satisfactory completion of the required minimum performance requirements, as long as the competencies are described fully in district files and in classroom records.

The team should study the aspects involved in record keeping for a program which embraces overall competency development, grades K-12. The options are:

–Track only survival competencies in grades 9-12.

–Track all student competencies (survival level and course goals) in grades 9-12.

–Track all survival competencies in grades K-12.

–Track survival competencies and course goals in grades K-12.

- **Resources for Record Keeping**

  The district should consider the resources available for record keeping, including:

  –Data processing services available for the district's use.

  –Clerical personnel to be assigned for a manual system.

  –Budget considerations.

  –Printing arrangements.

  –Plans for orientation of those involved.

- **Numbering System and Format**

  The rationale for a consistent numbering system to be used statewide is to facilitate the interpretation of records of students transferring between districts within the state.

  The following numbering system is recommended for the district's list of student performance requirements for program completion.

		Example
Area	1.0	Personal Development
Sub-Area	1.1	Reading
Program Goal	1.1.1	Reading (General Goal)
Competency	1.1.1.1	Identify Main Ideas
Performance Indicators	1.1.1.1.1	(Performance Indicators)

In addition, the numbering system described below is recommended for the district's transcript portion of student performance requirements for program completion:

1.0 Personal Development
- 1.1 Reading
- 1.2 Listening
- 1.3 Analyzing
- 1.4 Speaking
- 1.5 Writing
- 1.6 Computing
- 1.7 Scientific/technological processes
- 1.8 Health knowledge and skills
- 1.9 Life-long learning skills

2.0 Social Responsibility
- 2.1 Citizen in the community, state, and nation*
- 2.2 Citizen in interaction with the environment
- 2.3 Citizen on streets and highways
- 2.4 Consumer of goods and services

3.0 Career Development
- 3.1 Career habits
- 3.2 Career positive attitudes
- 3.3 Career interpersonal relationships
- 3.4 Career decisions
- 3.5 Competencies in chosen career area

- **Procedures for Updating Competency Requirements**

  The district-adopted competencies in effect at the time a student is initially enrolled should represent the contractual performance requirement for that student. Subsequent changes in the district competency list should *not be* retroactive.

  Each district may periodically review and update its list of minimum survival graduation competencies. Thought should be given to collecting changes over time and implementing them not more than once per year, on a four-year cycle. This should be considered in order to keep record keeping complexities to a minimum.

- **Special Record Keeping Problems**

  The district's record keeping system should include provisions for students who present special record keeping problems. These may be students enrolled in open-entry/open-exit courses, students whose files contain errors, or students transferring (from or to) other districts.

  If a student transfers to another school, a copy of his competency record should be sent with him. This record should be as detailed as possible.

*Districts have differing approaches to identifying "Citizen in the Community, State and Nation." For the purpose of state-wide consistency, this guide shows only one approach to recording this information. A district's *internal* lists could show these items as a single or multiple entry. However, at the point at which this information is placed on a transcript, it is strongly recommended that the format included be used for *external* inter-school communication.

Note on Transfers:

The issue of how to reasonably deal with in-state and out-of-state transfer students in terms of minimum survival level competency status is currently under study by the Oregon State Board of Education.

The *proposed* minimum standards currently being considered provide that, in evaluating the transcripts of students, the school administrator shall:

a. accept ninth-grade work when satisfactorily completed in a standard junior high school on the same basis as when completed in a four-year high school;

b. accept requirements completed in standard secondary schools in other states on the same basis as if the requirements had been completed in this state;

c. accept the minimum survival competencies completed in a standard secondary school in Oregon as if those competencies had been earned in the administrator's own district;

d. determine, before acceptance, the value of credits from a non-standard secondary school or private elementary or secondary institution;

e. accept credit for correspondence courses toward graduation requirements provided the correspondence work has been taken from a member of the National University Extension Association; and

f. accept credit for units of study taken in an approved community college program as applicable to meet the requirements for high school graduation.

However, these standards are still under review by the Oregon State Board of Education.

- **Data Processing and/or Manual System**

  A data processing center can handle many record keeping tasks, such as printing out master competency lists, course lists, master schedules, and individual student scheduling. It can generate student status reports and student record information including student histories. It can process pre-ninth grade information on students so that a "beginning balance" can be developed for each student. On the other hand, any or all of these functions can be done manually.

  The procedures for record keeping serve to implement the procedures that have grown out of the decision making done by the district, and either mechanical or automated systems can be used to carry out these procedures. If data processing services are wanted at any point in the sustem, experienced data processing personnel should be involved as soon as possible in the planning and decision-making stage.

DEVELOPING THE RECORD KEEPING SYSTEM STATEMENT

After the foregoing decisions have been made, the record keeping system team leader should have secured sufficient information from the team or the district's graduation requirements task force to answer the questions listed below.

CHECKLIST

1. Is the system in keeping with state guidelines? _____
2. Is it compatible with our current record keeping procedures (as adjusted)? _____
3. Is it in keeping with the decisions made by our overall graduation requirements development team? _____
4. Is it within our financial and staff resources? _____
5. Are we going to place minimum survival competencies in:
   - (a) single course offerings? _____
   - (b) more than one course? _____
   - (c) a competency center? _____
     - (1) used as a back-up? _____
     - (2) used as a separate program feature? _____
   - (d) a blend of the above including? _____
6. Is it designed to (a) track all competencies or (b) survival competencies? _____
7. Is it located in grades (a) 9-12, (b) K-12 or (c) other? _____
8. Is it going to have a pre-ninth grade feature to:
   - (a) chart progress? _____
   - (b) certify some competencies? _____
   - (c) both? _____
9. Is it going to have:
   - (a) a total of _____ units of graduation?
   - (b) _____ units of electives?
   - (c) more than the minimum required credits in the area(s) of? _____
10. Is it going to have a marking system that
    - (a) keeps recording of minimum survival competencies separate from letter grades for credit? _____
    - (b) uses a passing grade as proof that the minimum survival competencies have been demonstrated and certified in the course for which the grade has been achieved; coupled with a system of exception reporting? _____
11. Is it going to rely on
    - (a) a manual record keeping system? _____
    - (b) a data processing system? _____
    - (c) a blend of the two systems? _____
12. Is our master list of survival competencies complete and ready for use? _____
13. Does the master list have a consistant numbering system? _____
14. Have we developed an approach to special record keeping problems? _____
15. Are we going to adopt the state guide position on updating competencies? _____ Our own approach? _____

BASIC ELEMENTS REQUIRED FOR DEVELOPING A RECORD KEEPING SYSTEM

The team leader's record keeping system statement should enable him to begin to establish the basic elements of a record keeping system.

Depending on the overall progress that the district graduation requirements team has made, the team leader, working with the graduation requirements project manager and appropriate team members, will be ready at this point to develop, adjust or reaffirm the procedures and forms identified below.

DEVELOP __	ADJUST __	REAFFIRM __	BASIC ELEMENTS
			1. The master list of courses and district-adopted minimum graduation competencies for use by school staff, students and parents.
			2. The assignment of district-adopted minimum graduation competencies to appropriate planned courses or other locations in the school program (i.e., competency center or tutorial program).
			3. Appropriate district forms for teacher *recording* of grades earned and competencies demonstrated by students.
			4. Appropriate district form for teacher *reporting* of grades earned and competencies demonstrated by students.
			5. District-adopted student transcript indicating grades earned, credits awarded, competencies demonstrated, attendance record and other pertinent student information.

The foregoing activities will lead to the production of the documents listed below.

Documentation

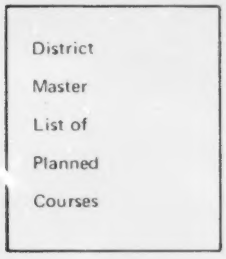
1. Master course list
2. District adopted minimum competencies list
3. Planned course statements
4. Grade book record form
5. District record form
6. Class list reporting form (to be sent to the office)
7. Student report (report card providing information for parents and students)
8. Student progress summary form
9. Transcript (which indicates student's credits, competencies, attendance, other information)

SAMPLE MATERIALS

Using the Sample Materials

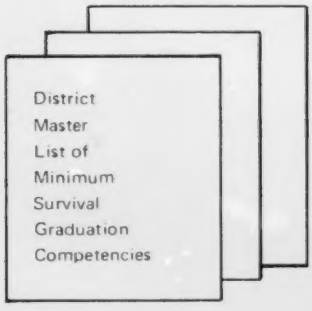
The district record keeping team should consider the following as they select the sample materials most appropriate to the decisions they have made. Record keeping is a dual process defined as follows: 1) recording – the act of entering information on appropriate forms; 2) reporting – the act of transmitting information on completed forms to the appropriate location and/or person. This process for the purposes of these guidelines takes place at the classroom and school office level. However, prior to developing a district record keeping plan, certain district level decisions need to have been made. The procedures and suggested forms described in this section provide districts with flexibility in terms of formulating a plan based upon their local needs and resources.

RELATIONSHIP OF DOCUMENTS IN A RECORD KEEPING SYSTEM



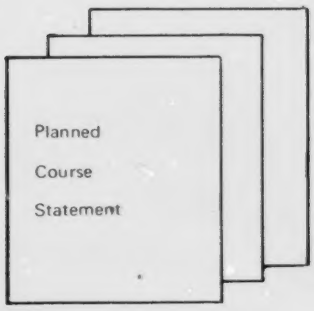
– Identifies all planned courses offered by the school. Usually contains such information as course title, course number, length, room number, teacher, etc.

(No sample presented)



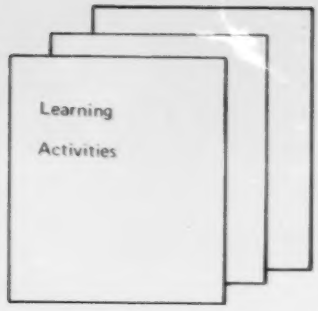
– Identifies all district-adopted minimum survival graduation competencies and shows where they have been placed in the instructional program; i.e., in planned courses, competency center, etc.

(See Sample 1)

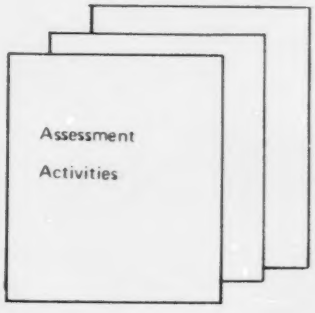


– Identifies the basic elements of planned courses, including but not limited to course goals, minimum survival graduation competencies.

(See Samples 2 & 3)

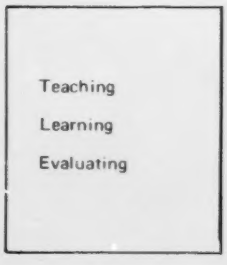


– Identifies the approach to instruction of individual teachers, including but not limited to instructional techniques, materials, etc. Also provides direction for developing assessment activities.



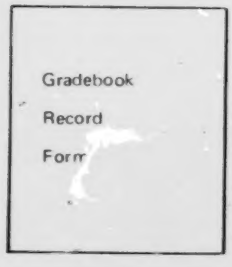
– Indicates the activities used to determine the completion of minimum survival graduation competencies (also course goals), including such materials as test items, scoring procedure, time allotment, etc.

(No sample shown – See **Guidelines for Planned Course Statements**, Model II)



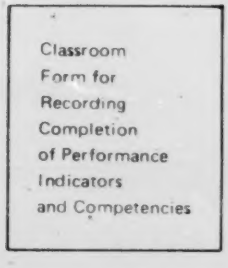
– The process and the setting where teaching, learning and evaluating takes place.

(No sample)



– Indicates the progress of the student as he/she progresses toward completion of the course goals and the minimum survival graduation competencies. Used to record scores, grades, attendance, comments, etc.

(No sample displayed – Each district will develop as needed)



– Indicates the completion of performance indicators and minimum survival graduation competencies. This will usually be a separate sheet in the gradebook which contains the minimum survival graduation competencies and related performance indicators. Performance indicators may be checked off as the student completes them. The competencies will usually be checked off and dated upon completion of the related performance indicators. If a school district prints its gradebooks, this form may be included as a regular part of the book.

(See Sample 4)

Option A

Grades, Performance Indicator and Minimum Sur ival Graduation Competency Recording and Reporting Form

– Identifies the student's grade for the course and the completion of all performance indicators and minimum survival graduation competencies.

Classroom: The teacher fills in the grade and checks the completion of each performance indicator and minimum survival graduation competency, using the records which have been kept in the grade book, and transmits the form to the school office.

School Office: The appropriate record officer receiver the form and transfers the information from it to the appropriate form for each student. (If an automated procedure is used, this form would be used by that department.)

(See Sample 5)

Option B

Grade Exception Recording and Reporting Form

– Identifies the student's grade for the overall course. Also identifies for the student who fails the course those minimum survival graduation competencies which have been completed.

Classroom: The teacher fills in the grades and checks the appropriate exception at the close of each term, using the records which have been kept in the gradebook, and transmits the form to the school office.

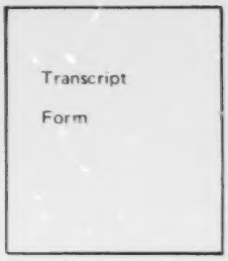
School Office: The appropriate record officer receives the form and transfers the information from it to the appropriate form for each student. (If automated procedure is used, this form would be used by that department.)

(See Sample 6)

Student Progress Summary Form

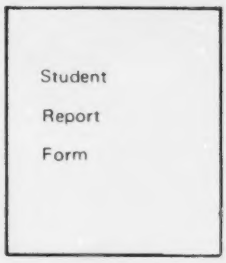
– Identifies the compiled continuous progress of the student. Displays grades, competencies, credits, attendance, etc. This is the form used by the school office for recording all information transmitted from the classrooms and from which all data is transferred to a transcript.

(See Sample 8)



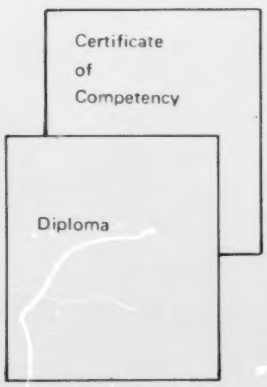
– Identifies all necessary information for each student; a permanent record of student progress.

(See Sample 9)



– Identifies the grade and exception(s) for the student in the course taken, or the grade and completion of minimum survival graduation competencies for the student for each course taken. Can be filled out by the office and/or by each teacher of a course the student has taken. (If an automated procedure is used, this form would be produced by that department.)

(See Sample 7)



– The transcript is a permanent record and evidence of diploma awarded. Subject to district policy, it may also be used as a certificate of competency.

(No sample displayed)

(A district may wish to assign some competencies to a grade below grade 9.)

SAMPLE 1

MODEL FORMAT FOR ASSIGNING MINIMUM SURVIVAL GRADUATION COMPETENCIES

District's Master List of Competencies – General Application

This master list of minimum survival level competencies would be compiled in the central office, reproduced and copies sent to the schools. Each competency should be assigned an identifying course number and may be accompanied by an abbreviated course title.

The counselors, administrators and staff will need ready access to this list to answer questions directed to them from students, parents, and from districts to which students have transferred.

1.0 PERSONAL DEVELOPMENT

1.1 COMMUNICATION (1.1.1 READ, 1.1.2 LISTEN, 1.1.3 ANALYZE, 1.1.4 SPEAK, 1.1.5 WRITE)

PROGRAM GOAL	MINIMUM SURVIVAL COMPETENCIES	SAMPLE PERFORMANCE INDICATORS
ENG. 101		
	The student will be able to:	
1.1.1	1.1.1.1	1.1.1.1.1
1.1.2 Students will recognize the ways in which good listening techniques contribute to understanding the communication of others.	1.1.2.1 Illustrate how the use of good listening techniques improves comprehension and personal relationships.	1.1.2.1.1 Given opportunities to observe filmed enactments of personal conflicts, the student will identify the effects of inattentive listening on conflict resolution. 1.1.2.1.2 After listening to group discussions, the student will identify instances in which misunderstanding of directions or information resulted from participant's inattentive listening.
ENG. 101	1.1.2.2 Recognize personal values or emotional reactions that interfere with the ability to listen attentively.	1.1.2.2.1 Given pictures of people of widely differing appearance, the student will explain and evaluate any inclinations he might have to listen to some and not to others. 1.1.2.2.2 After participating in debate of an emotional issue, the student will analyze how his emotions might have interferred with comprehending his opponent's arguments.

ENG. 201		
1.1.3	1.1.3.1	1.1.3.1.1
1.1.4 Students will recognize the role of articulate speech in conveying information and establishing satisfactory personal relationships.	1.1.4.1 Illustrate the importance of using effective speaking techniques.	1.1.4.1.1 After viewing films or other enactments of common conflict situations, the student will: (1) Explain the effects of poor spoken communication. (2) Identify the factors that contribute to poor communication. 1.1.4.1.2 After participating in group discussion, the student will identify instances where verbal and nonverbal blocks occurred and point out the reasons.
ENG. 201		
	1.1.4.2 Explain the relationship of appropriate vocabulary, correct usage, and the orderly presentation of ideas to accurate communication of information.	1.1.4.2.1 After listening to formal and informal debates over issues of current interest, the student will identify the most persuasive contestant and explain the reasons for his choice.
ENG. 101		
	1.1.4.3 Adapt speaking style to particular audiences or purposes.	1.1.4.3.1 Given role playing assignments (addressing a service group, interviewing a prospective employer, or reporting to a group of children), the student will modify his manner of presentation to suit each audience.
1.1.5	1.1.5.1	1.1.5.1.1

Additional Applications

If a district decides to chart progress and/or certify some minimum survival level competencies prior to the 9th grade the master list would be shared with the appropriate members of the elementary or junior high staff involved.

If the district decides to chart student progress from grades K-12 it would want to elaborate on the material included in the master list to include those statements which accurately describe the district's interim expectations regarding what constitutes satisfactory progress toward the ultimate acquisition of minimum competencies.

SAMPLE 2

MODEL I

PLANNED COURSE STATEMENT

Department _____ Area(s) of Study _____

Course Title _____ Course Number _____

Length of Course _____ No. of Credits _____ Grade Level(s) _____

Prerequisite(s) _____ Credit by Exam Available? ☐ Yes ☐ No

Check one

- ☐ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Overview:

Course Goals:

Minimum Survival Graduation Competencies:

SAMPLE 3

MODEL II

PLANNED COURSE STATEMENT

Department _____ Area(s) of Study _____

Course Title _____ Course Number _____

Length of Course _____ No. of Credits _____ Grade Level(s) _____

Prerequisite(s) _____ Credit by Exam Available? ☐ Yes ☐ No

Check one

- ☐ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Overview

Program Goals: (optional)

Course Goals:

Minimum Survival Graduation Competencies:

Performance Indicators: (optional)

Learning Activities: (optional)

Assessment Procedures: (optional)

25

SAMPLE 4

Classroom Recording Form
Minimum Competencies
Performance Indicators

Student Name	Competency 1.1.1.1				Complete	Comp. 1.1.1.2		Complete	Comp. 1.1.1.3			Complete	Comp. 1.1.1.4				Complete	Comp. 1.1.1.5					Complete
	PI 1	PI 2	PI 3	PI 4		PI 1	PI 2		PI 1	PI 2	PI 3		PI 1	PI 2	PI 3	PI 4		PI 1	PI 2	PI 3	PI 4	PI 5	
1. Aech Mary																							
2. Baker, Jim																							
3. Cole, Eric																							
4.																							
5.																							
6.																							
7.																							
8.																							
9.																							
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11.																							
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30.																							

SAMPLE 5

Classroom Reporting Form

Department _____ Area(s) of Study _____

Course Title _____ Course Number _____

Length of Course _____ No. of Credits _____ Grade Level _____

Prerequisite _____ Credit by Exam Available? ☐ Yes ☐ No

Alternative Learning Opportunities: ☐ Independent Study ☐ Research Time ☐ Off-Campus

Required _____ Selective _____ Elective _____

Student Name	Course Grade	Competency 1.1.1.1 PI 1	PI 2	PI 3	PI 4	Complete	Comp. 1.1.1.2 PI 1	PI 2	Complete	Comp. 1.1.1.3 PI 1	PI 2	PI 3	Complete	Comp. 1.1.1.4 PI 1	PI 2	PI 3	PI 4	Complete	Comp. 1.1.1.5 PI 1	PI 2	PI 3	PI 4	PI 5	Complete
1. Asch, Mary	A	√	√	√	√	9/11	√	√	10/11	√	√	√	10/11	√	√	√	√	12/11	√	√	√	√	√	1/15
2. Baker, Jim	A	√	√	√	√	9/11	√	√	10/11	√	√	√	11/11	√	√	√	√	12/11	√	√	√	√	√	1/15
3. Cole, Eric	F	√	√							√	√	√	11/11		√		√		√	√	√	√	√	1/15
4.																								
5.																								
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30.																								

SAMPLE 6

Classroom Record and Report

Department _____ Area(s) of Study _____

Course Title _____ Course Number _____

Length of Course _____ No. of Credits _____ Grade Level _____

Prerequisite _____ Credit by Exam Available? ☐ Yes ☐ No

Alternative Learning Opportunities: ☐ Independent Study ☐ Research Time ☐ Off Campus

Required _____ Selective _____ Elective _____

						Min. Grad. Req. Exception Report				
Student Name	Grade	Comp 1.2.1.1	Comp 1.2.1.2	Comp 1.2.1.3	Comp 1.3.1.4	Comp 1.2.1.5	Comp 1.2.2.1	Comp 1.2.2.2	Comp 1.2.2.3	Comp 1.2.2.4
1. Aech, Mary	A									
2. Baker, Jim	A									
3. Cole, Eric	C									
4. Crate, Joe	F	X		X	X	X		X		X
5. Edwards, A.	F	X								
6. Form, Cora	B									
7. Farmer, Ann	C									
8. Garden, Ed	A									
9. Gross, Ray	F	X	X	X	X	X	X	X	X	X
10.										
11.										
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30.										

23

SAMPLE 7

STUDENT REPORT
(Option A)

Student Name _____ Semester _____

Year _____

Course	Teacher	Gr.	Competency Completed	Competency Completed	Competency Completed	Competency Completed	Competency Completed	Competency Completed	Attend A	Attend P

STUDENT REPORT
(Option B)

Student Name _____ Semester _____

Year _____

Course	Teacher	Gr.	Exception Reports: Competency Completed	Competency Completed	Competency Completed	Competency Completed	Competency Completed	Competency Completed	Attend A	Attend P

22

SAMPLE 8

Model Format
Student Progress Record

Student Name _____ Counselor _____

Class of _____

(Other information as decided by district; e.g., cleared for early graduation, tentative career choice, etc.)

Circle Grade

Circle Competency Completed

Credit	Type*	Area	Course	Grade
1	R	Comm.	100	AP CDFIW
1	R	Comm.	200	ABCDFIW
½	R	Math	110	ABCDFIW
1	E	Science	210	ABCDFIW

(The above are included only for format purpose. A district can enter all courses on this form)

Sub Area	Competencies						
Read	1.1.1	1.1.2	1.1.3	1.1.4			
Listen	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5		
Analyze	1.3.1	1.3.2	1.3.3				
Speak	1.4.1	1.4.2	1.4.3	1.4.4	1.4.5	1.4.6	
Write	1.5.1	1.5.2	1.5.3	1.5.4	1.5.5		
Compute	1.6.1	1.6.2	1.6.3	1.6.4			
Science	1.7.1	1.7.2	1.7.3				
Health	1.8.1	1.8.2	1.8.3	1.8.4			
Life Learn	1.9.1	1.9.2					
Comm.	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.1.7
State	2.2.1	2.2.2	2.2.3				
Nation	2.3.1	2.3.2	2.3.3				
Environ.	2.4.1	2.4.2	2.4.3	2.4.4			
Highways	2.5.1	2.5.2	2.5.3	2.5.4	2.5.5		
Goods	2.6.1	2.6.2	2.6.3	2.6.4	2.6.5	2.6.6	2.6.7
Habits	3.1.1	3.1.2	3.1.3	3.1.4			
Attitudes	3.2.1	3.2.2	3.2.3				
Pers. Rel.	3.3.1	3.3.2	3.3.3	3.3.4	3.3.5		
Decisions	3.4.1	3.4.2	3.4.3	3.4.4			
Career Area	3.5.1	3.5.2	3.5.3	3.5.4	3.5.5	3.5.6	

Attendance

	A P	A P	A P	A P
9	☐☐	☐☐	☐☐	☐☐
10	☐☐	☐☐	☐☐	☐☐
11	☐☐	☐☐	☐☐	☐☐
12	☐☐	☐☐	☐☐	☐☐

*This sample includes "Type" which refers to:

R = Required
S = Selected
E = Elective

OREGON SECONDARY PERMANENT RECORD

Mo.____ Day____ 19____

NAME Last First Middle Sex Birthdate

Parent or legal guardian

Address

PREVIOUS SCHOOLS ATTENDED	DATE OF ENTRY	DATE OF WITHDRAWAL

DATE OF ENTRY

DATE OF WITHDRAWAL

GRADE	9	10	11	12
ABSENCES				

STANDARDIZED TEST SCORES

PERFORMANCE REQUIREMENTS FOR PROGRAM COMPLETION

The student has met or exceeded minimum "survival level" performance requirements as indicated:

			Sub-Areas	Areas	All Performance Requirements
1.0	Personal Development				
	1.1	Reading			
	1.2	Listening			
	1.3	Analyzing			
	1.4	Speaking			
	1.5	Writing			
	1.6	Computing			
	1.7	Scientific/technological processes			
	1.8	Health knowledge and skills			
	1.9	Life-long learning skills			
2.0	Social Responsibility				
	2.1	Citizen in the community state and nation			
	2.2	Citizen in interaction with the environment			
	2.3	Citizen on streets and highways			
	2.4	Consumer of goods and services			
3.0	Career Development				
	3.1	Career habits			
	3.2	Career positive attitudes			
	3.3	Career interpersonal relationships			
	3.4	Career decisions			
	3.5	Competencies in chosen career area			

Competency statements and performance indicators are available if requested.

CREDIT REQUIREMENTS FOR PROGRAM COMPLETION

Communication Skills	3 Units	☐ ☐ ☐
Mathematics	1 Unit	☐
Laboratory Science	1 Unit	☐
Health Education	1 Unit	☐
Physical Education	1 Unit	☐
Social Science	1 Unit	☐
Citizenship Education	1 Unit	☐
Personal Finance	1 Unit	☐
Career Education	1 Unit	☐
Electives	10 Units	☐
Total	21 Units	☐

ELECTIVE SUMMARY

☐ ☐ ☐ ☐ ☐
1 2 3 4 5
☐ ☐ ☐ ☐ ☐
6 7 8 9 10

ADDITIONAL LOCAL DISTRICT REQUIREMENTS

_____ ☐
_____ ☐
_____ ☐
_____ ☐

NAME Last First Middle Sex Mo. Day 19 Birthdate

School Dist. No. City - Transcript sent to: Date

High School:

Address: OR Zip 97

Principal: Phone 503-

Accredited by:

Other Information (summer school, college classes)

EXPLANATION OF GRADING SYSTEM, SYMBOLS & UNIT SYSTEM

Date diploma issued: Date certificate issued:

Seven semester G.P.A.: Rank in class of

9th grade			10th grade			11th grade			12th grade		
Subject	Grade	Units	Subject	Grade	Units	Subject	Grade	Units	Subject	Grade	Units

THOUGHTS ON THE IMPLICATION OF RECORD KEEPING

1. Many educators have expressed concern regarding recording and reporting in terms of minimum competencies and letter grades. In response to some resentment toward bookkeeping duties, the record keeping system team leader should emphasize some key benefits.

   - Students will have a greater amount of specific information regarding those abilities represented by minimum survival competency acquisition.
   - Parents will have more information regarding student progress. Parents have expressed curiosity and concern regarding what their youngsters actually know and can do. Although minimum survival competency acquisition doesn't tell the whole story, by any means, it will have the effect of increasing community understanding of the nature of the district's secondary program.
   - Those assigned to counseling and guiding students will have access to more information which will be helpful to the guidance process.
   - The act of dealing with and recording minimum survival level competencies will act as a reminder to teachers regarding what students have and have not accomplished. This will aid the teacher and student set class, group, or individual learning priorities for the quarter, semester, or year.
   - During curriculum revision activities, when teachers reexamine their programs and course offerings, more data could be available regarding student progress in the current program.
   - Administrators will have access to more information that will enable them to better explain to the community the school's programs.

2. This publication is not a complete system of forms, procedures and timetables. District approaches to record keeping vary considerably. This publication does attempt to lay out key decisions, procedures, sample forms and formats for consideration as the local district Record Keeping System Team builds its own system.

3. Timing is an important feature of the district's record keeping implementation effort. A district will probably be reporting all competency information on report cards in the same fashion and as often as reports are given on letter grades and attendance. During the fall of 1974, a district (on a one-time-only basis) might wish to omit *transmitting* competency information at the end of the *first* nine weeks. It might choose to begin the process of *transmitting* competency information at the end of the first semester. All information would be in the class gradebook, but it might not go forward to the office and to parents until the end of the first semester. This would, in effect, "buy time" for the Record Keeping System Team in its initial implementation phase. Desk records in class gradebooks would need to be set up at the start of school, but additional time would be created to allow for establishing office forms and procedures. If a district elects to involve data processors in its record keeping activities, this guide book will be of value. The samples in the guide are *models* and, as such, will be of value in setting up the manual or data processing applications that an individual district will use. The data processing consultants involved in the development of this guide stressed the fact that data processing services were relatively easy to provide if the district has made the key decisions outlined in this section on pages 4-14.

4. The commentary in this guide suggests the development of a total system *prior* to the establishment of record keeping forms and procedures. It is understood that many elements in the system will not be complete and in place in the fall of 1974. Districts will, in many cases, be dealing with only the ninth-grade level material during the first year and will be phasing in the total program from now until 1978. The district team must, however, have in mind the overall structure of their program as they make decisions and take action regarding initial developmental steps. Consequently, the descriptions in the guide are offered from the point of a total overview.